

# SIERRA EDUCATIONAL NEWS

## AND BOOK REVIEW

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## A Western Association

THE time is ripe for the formation of a great Western Teachers' Association to include all the Pacific Coast and Rocky Mountain States. The industrial and educational problems of the West are distinctive. The industrial interests are "getting together." The time is most opportune for the educational interests to join this Western "get together" movement.

Such a Western Association, through co-operation, could not only advance the interests of the several state associations of the Coast and mountain states, but also of the National Association. The proposed Western Association could meet in turn with the several interested state associations, thus bringing together once a year or once in two years the educational leaders of the West for a discussion of problems of common interest. Such an association would become an educational clearing house for the West, would help to raise standards, would advance the interests of teachers along such lines as salaries, tenure, etc.

The formation of such a Western Association is opportune for another reason. Two great international expositions will be held in the West in 1915, the Panama-Pacific in San Francisco, the Panama-California in San Diego. The keynote of both expositions will be the progress of the world through education. Both expositions will be permeated with the spirit of the West. The development of education in the West should be clearly shown through typical state, county, city and institutional school exhibits.

Then, finally, and briefly, let us form a Western Teachers' Association. Such an association might be an independent organization, meeting in turn with the several state associations; it might take the form of a small representative body with delegates from each state. But whatever the form, let us organize such an association, not only to emphasize the splendid work now being done by the State and National associations, but to make a study of the educational problems of the West and to secure a concert of action on problems of common interest. The 1915 meeting of this association would, of course, be held in San Francisco in conjunction with the other educational and scientific societies meeting at that time.

D. H. CHRISTENSEN

City Superintendent of Schools, Salt Lake City

# Editorial

ARTHUR HENRY CHAMBERLAIN

The situation as to the Superintendency of the Public Schools of Berkeley is most regrettable. Mr. Frank F. Bunker, serving now his fourth year as superintendent, has been notified by  
**THE BERKELEY** three of the present board of five members that his  
**SITUATION** contract will not be renewed through their support after its expiration, the first of July next. The other two members of the board stand solidly in his support.

For three years the city of Berkeley has worked under a commission form of government. The charter provides for special elections by recall if petitions signed by a sufficient number of voters be presented to the City Council. Some 20 per cent of the voters have signed a petition for such election, and the people of Berkeley will, on April 30th, decide whether or not the majority board, opposed to his retention, shall be recalled. As this is the first time recall proceedings have ever been brought against a board of education in the United States, more than usual interest attaches to the matter.

Mr. Bunker is recognized as a strong and progressive man. In all the Pacific Coast States and country at large the men and women in the profession are watching with keen interest the outcome of this contest. The sentiment of California teachers generally is overwhelmingly in sympathy with Mr. Bunker.

For years there has been voiced in this Western country, now here, now there, a sentiment in favor of a distinctive Western Teachers' Association. This sentiment has found expression in  
**A WESTERN** an article by Supt. D. H. Christensen, of Salt Lake  
**ASSOCIATION** City, appearing in this issue of THE NEWS. In order to secure the opinion of men and women in all branches of the profession and representing the eleven Pacific Coast and Mountain States, copies of Supt. Christensen's article were sent to over 200 leaders. The symposium here presented is the result.

That some form of organization to include this entire region should be perfected there is almost entire agreement. From California to Colorado and from Washington to New Mexico there exists this feeling. There is almost unanimous consent to Supt. Christensen's proposition

that the West has its peculiar and distinctive problems and that these can best be threshed out in an organization where the aims and interests are similar. It is obvious, too, as the statements of these leaders are scanned, that the great distance between East and West is thought to prevent most of our teachers from reaching other than an occasional meeting in the extreme East or Middle West. On this account the State Association is the most representative gathering the rank and file ever attend.

California is better provided with educational organizations than are most of our sister States and this may be prophetic of the fact that from California comes almost the only adverse vote on the matter. Of real opposition there is very little. The feeling is expressed by a few only that the number of educational associations is being multiplied unduly. The Californian must of course bear in mind that the Pacific Coast is the next "stopping place" west of Denver, of the National Education Association.

#### LOYALTY TO THE N. E. A.

It is exceedingly gratifying to note the complete loyalty accorded by each and every individual to the National Education Association. All believe with Supt. Christensen that nothing should be done to in any way detract from our interest in and support of the national meetings. All agree with him that the strength of the N. E. A. will be increased rather than in any sense lessened through the formation of a Western organization. The N. E. A. is the one great bond of organization tying together every remotest quarter of our great country.

That we may be unified in spirit and forever steer the educational craft clear of the narrow and the provincial we must, even more than in the past, rally to the support of the N. E. A. And not for the sake of the organization. The cause of education and our own best interests demand this.

#### POSSIBLE PLANS OF ACTION

The suggestion is made by Supt. Christensen that the proposed association could hold its meetings alternately with those of the various State organizations. This would enable each State to consider once in two years its own special problems, and in the alternate years provide for bringing together the many interested educational folk throughout



the West. Or again, this organization could take the form of a federated body. Of the small number of school men and women who question the advisability of forming an additional association, practically all express themselves as in favor of a representative body composed of delegates from the various State organizations.

#### A FEDERATED BODY

With all the evidence before us and taking the responses to Supt. Christensen's communication as typical, the formation of a federated body would seem to be most needed. Provision would also be made for a meeting of all Western teachers once in every three or five years.

That the nineteen hundred-fifteen session of the federated body and in any event a meeting of the entire teaching force of these Western States should be held in San Francisco in conjunction with other educational meetings and conferences in session at that time, there appears to be hearty agreement.

The details as to representation in this federated body must be worked out through agreement on the part of the educational interests of each State. That this body may have certain constant elements, the various State Superintendents should be members *ex officio*. With the president and secretary of each State association as members, the majority of the membership in this body would change each year. The teaching force of each State, by popular vote, could each year elect one member at large. To this body of forty-four members additions could be made as experience dictated. The President of the State University, a Normal School President, a Superintendent of City Schools, a County Superintendent of Schools, an elementary or High School teacher in each State—these or others could be added. While any federated body must be sufficiently large to represent the profession it must not be unwieldy. An executive committee to represent this federation somewhat after the plan followed by the California Council of Education would seem to be desirable.

#### NOW IS THE TIME

If each State Teachers' Association at its next session will consider this matter; will pass a resolution favorable to proper action; will appoint a committee with power; and will communicate with Supt. Christensen, of Salt Lake City, we may hope for an early consummation of the plan.

During the past four decades education as a science has made such phenomenal progress that universities have found it a paying investment to put into somewhat general practice the plan of granting leave of absence every seven years. LEAVE OF ABSENCE FOR TEACHERS Many university and college men and women take advantage of their sabbatical year to pursue advance courses of instruction in this country or abroad; they travel, they recuperate, they prepare books or manuscripts. After his sabbatical year a teacher returns to his post of duty refreshed and broadened and better prepared to carry forward the work devolving upon him.

Some institutions undertake to pay full salary to those on leave. In other instances a half salary is paid, again, half salary is allowed for a full year or entire salary during a half year. Of course it is understood that the leave is of mutual advantage, and those who go on salary are expected to return to the institution, even though tempting offers tend to call them elsewhere.

#### THE PRINCIPLE APPLIED TO PUBLIC SCHOOLS

The universities, whether public or on private foundation, belong to the people. The public schools belong to the people. If to allow university instructors leaves of absence proves to be an investment bringing returns, why should not the same thing hold for the public schools? More and more, difficult and special problems are confronting the grammar and High School principal of a city system, its experts, its supervisors, its heads of departments, its regular teachers. If the reasons be adequate, why not grant a leave to one or another of these teachers that they may visit and inspect other departments and systems, and put themselves abreast of the most recent developments?

The difficulties attendant on granting leaves of absence are obvious. From an administrative point of view, there would be cause for friction in a large and unwieldy school department. The matter of finance is one to be seriously considered. An unworthy candidate may be chosen. However, these details, important though they be, are vastly outweighed by the returns that the investment will bring. Supervisors, directors of departments, and others, although well-meaning and efficient, may grow rusty and bookish. They need to look out and beyond, and touch elbows with others likewise engaged. A few weeks or months of study and the teacher will return inspired, enthused, broadened in outlook, and with

a new grasp of the educational situation. In some instances the whole viewpoint will be changed, and the teaching improved. The school and community will thus have been benefited many fold.

#### SHALL SALARIES BE PAID?

Of course, great care must be exercised in granting leave, but with worthy candidates there need be little question. And the salary? The salary should certainly be continued. With such financial obligations as rest upon the shoulders of most teachers the expenses incident to travel and living would devour the entire salary. Indeed, the mission might be such as to warrant even the payment of extraordinary expenses by the Board of Education. In general, however, it may be said that those who are granted leave in public school service would, under present conditions, pay their own expenses. The superintendent would be constantly in touch with the movements of the absentee. Reports, written and verbal, would be made on return and conferences conducted that the other department members should receive full benefit.

One city system in Montana grants \$47.50 to every teacher in the system who pursues work in a Normal School or University during the summer months. Let it be remembered that assistance of this kind, and salary paid to teachers on leave is, as in the case of a retirement salary, not so much for the benefit of the individual as for the protection of society.

One of the big problems in education to-day is that of the rural school. It may not be going too far to say it is *the great* problem.

CONSOLIDATION OF RURAL SCHOOLS      Money and energy and the best educational thought have been expended upon the city system. Even the small village High School has of late received attention. The country grammar school is not meeting the needs of the people as it should.

#### INADEQUATE FACILITIES IN COUNTRY DISTRICTS

In many localities the homes are widely scattered. Frequently great difficulty is experienced in establishing a school, the number of pupils in the district being inadequate. In the more settled districts, where the schools are of one or two rooms each, the buildings are of poor construction, the equipment meagre, the grounds small, the teacher poorly paid.

In most instances the teachers have had no training for administration. So far as industrial education, home economics, agriculture, drawing, oral expression, physical education, music, and other necessary subjects are concerned, they cannot find place in the daily program. There is lack of equipment or the teacher has had no adequate training for the work. Supervised play and recreative games are out of the question.

#### THE REMEDY

The remedy for this condition will be found in the consolidation or union of elementary schools. Both primary and grammar schools could, with profit, be brought together. Several districts could unite in a strong central organization. Instead of each district putting money into a cheap, unsatisfactory building, several districts tributary to a common center may "pool" their interests. In this way a modern fire-proof building may be secured, not only safeguarding the lives of pupils, but reducing the insurance rate.

With such a union district established, as is frequently done with schools of secondary grade, an equipment may be secured that will be equal to the equipment provided in the town schools. The library may thus be made a real asset. Under such an arrangement, the classes would be sufficiently large to guarantee enthusiasm and the time of the teacher need not be devoted to a dozen pupils, scattered through half as many grades. Moreover, on account of a more economic management than is possible under the present plan, more competent teachers may be secured and better salaries paid. Departmental work would be made possible. A principal with training and experience placed in charge of such a school, would secure to the community a high type of administration. Under the plan proposed standards would be raised, the moral tone quickened, the physical well-being of pupils protected.

#### SUISUN POINTS THE WAY

Such a union grammar and primary school is the one proposed for Suisun. Those pupils too far removed from the school may be conveyed from their district in busses. A bond issue will provide for a modern building and large grounds and busses for transportation. With 250 pupils, well graded, excellent work is possible. In case the burden prove too heavy for the taxpayers, it is proposed to ask the Legislature to exact measures looking toward financial assistance. The union grammar school is needed in many parts of our State.

## SYMPOSIUM—A WESTERN ASSOCIATION

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I had a talk with Superintendent Christensen at St. Louis on the subject, and we both agreed that a getting together of the school people west of the Rocky Mountains from time to time would be a good thing. It seems to me that such a meeting at or near San Francisco in 1915 would be worth while.—B. M. Watson, Supt. Schools, Spokane, Wash.

I think the suggestion made a very good one and I should be glad to see it carried to a culmination.—Ira B. Fee, Supt. Schools, Laramie, Wyoming.

The West is one great new territory, educationally plastic, and with infinite possibilities for future growth. Let us get together and organize for the study of our educational possibilities, and develop our individuality to fit into our Western environments.—Henry Peterson, Supt. of Schools, Box Elder County, Utah.

I can see that there might be a very valuable association developed from the idea. Distances are so great that it is hopeless to expect any great number of the Western superintendents to be in attendance upon the national meeting. I do not think that such an association would, in any way, injure the national meeting.—C. E. Chadsey, Supt. of Schools, Denver, Colo.

Only good could come from an occasional conference of the leading educational workers in the Western States. If such an organization cannot be effected earlier, why not arrange for the first meeting in connection with the Panama-Pacific Exposition at San Francisco in 1915? —W. J. Kerr, President Agricultural College, Corvallis, Oregon.

While we would still retain membership in the national organization and have representation therein, co-operating with it as best we may and individually attending its meetings, the new organization would afford us needed scope of action yearly, and would furnish, because of more general attendance of our teachers, greater inspiration for the State organizations. I heartily endorse the plan.—John Edwards Bray, Supt. of Public Instruction, Carson City, Nevada.

I approve of the plan for a Western Association. The two recent sessions of the N. E. A. in California seemed to me to be little more than a California Association with a gentle flavoring of Eastern experts. The great mass of people who take the opportunity for a cheap railway

trip is not to be counted at all. If we had a Western Association I think we could really get together for conference; and it surely is true that the West, composed of the mountain States and California, has its own problems. It certainly has its own temperament.—Benj. Ide Wheeler, President University of California.

I am heartily in sympathy with the suggestion made by Superintendent Christensen of Salt Lake City. The Western teachers have their own problems to solve and it seems to me that these problems can be solved best by an organization such as he suggests.—R. H. H. Blome, President Northern Arizona Normal School, Flagstaff.

I have thought of this myself a number of times since I have been located at Helena, and at present see no reason why we should not have some such association. I believe it would be beneficial to the cause of education in the United States. There may be some excellent reasons why a Western Association would be detrimental rather than helpful, but they do not occur to me now.—John Dietrich, Supt. Schools, Helena, Montana.

I am sure that a meeting of the Western school people would contribute to their better understanding of each other and the work that is being done in the West, and that it would also be a means of uniting a great section of the country toward the same goal of development. From a financial standpoint, the proposition is very attractive.—Walter R. Siders, Supt. Public Schools, Pocatello, Idaho.

I am of the opinion that we should have a Western section of the N. E. A. and meet once in two years, for we unquestionably have problems that the East does not know of and could not understand. And I am of the opinion that this would in no way interfere with the national meeting.—Frank H. H. Roberts, Pres. New Mexico Normal University.

It seems to me it will be a very good thing to have a Western Association. While such an organization could not take the place to its members of the National Education Association, still there is a place for it and it might do much good. I hope to see the plans perfected and the project under way.—Agnes E. Howe, State Normal School, San Jose, California.

It seems to me that such an organization might well meet the special needs of the Pacific Coast States, and ought to receive general support



from the educators in that section. There is, however, some danger of too many education organizations which may tend in a measure to overlap the work of each other and thus retard the interest somewhat in all.—N. D. Showalter, Principal State Normal School, Cheney, Wash.

I am in favor of the Western Teachers' Association.—J. H. Francis, Supt. Los Angeles Schools.

I am distinctly in favor of a Western Association, and anything that I can do to forward said movement will be cheerfully done.—J. H. Ackerman, President Oregon Normal School, Monmouth.

The suggestion of Supt. Christensen seems to me opportune. I freely endorse the movement to arrange for a meeting, say in 1913, looking toward organizing the educational interests of this Cordilleran and Coast region, and an early and well-digested plan for a gathering at San Francisco in 1915. The entire section, of ten or more States, has abundant material and its own peculiar cultural and economic conditions, to make such an organization both stimulating and practically helpful to our school men, and illuminating to our citizenship. It should arouse a larger and more intelligent interest in national school problems. By all means let the movement be encouraged.—Richard G. Boone, Dept. of Education, University of California.

The suggestion of Supt. Christensen does not arouse any enthusiasm within me. The experience of California with the State Teachers' Association has shown that it is extremely hard to get educational service out of such organizations. Notice, I say "educational service." Personal service is not hard to get from such associations. Indeed they frequently serve in a most practical way to enhance and extol the prestige of men whose chief qualification for leadership lies in their knowledge and use of two ancient, political principles,—(a) log rolling, and (b) the pork barrel. I have known also of special educational institutions that manage to serve their desire for power by means of committees, resolutions, reports, councils, and like machinery pertaining to such teachers' associations. Worst of all, I have seen repeatedly the plan of organization, roster of officers, and working policies of such institutions shaped and directed by men whose interest in schools is commercial rather than educational. I do not believe that the rank and file of the teachers of California who pay their dollars and support the teachers' organization



ever receive from it in inspiration, leadership, or good laws, anything like a *quid pro quo*. Whether this is inevitable or not I do not know, but I am sure that it has been thus during most of the time that I have been a teacher. Let us cast out the beam from our own eye before we go searching for motes in the eyes of our neighbors.—Allison Ware, Pres. State Normal School, Chico, California.

I can assure you that President Kane is interested in any movement which has for its object the elevation of the teaching profession. It is doubtless feasible to plan an organization of this kind which will add a distinct value to the professional life of the West without placing on the educators an unduly heavy additional burden in the way of attendance upon educational meetings.—E. B. Stevens, Sec'y to Pres. Thos. F. Kane, University of Washington.

The time is certainly ripe for a great federation of Western educational associations. An association organized along the lines of the California Council of Education with the various States west of the Rocky Mountains as the units, would certainly prove a popular movement. The Panama-Pacific Exposition in San Francisco in 1915 would be the time and place for the first great meeting of this association. A Western Association is the thing.—C. L. McLane, President California Teachers' Association, Fresno.

Regarding a Western Association for the Pacific Coast and Rocky Mountain States, let me say that the idea appeals to me forcefully. The West, in many respects, is *sui generis*; and such meeting as you propose for considering the best educational interests of the West, would certainly result in great good.—B. L. Milligan, Supt. Malheur Co., Ore.

It is certainly true that in "Union there is strength." It is also true that there is weakness in a big body, and a new association of the West, to be really worth while should be a large body. It should be composed of teachers—not merely of superintendents, special supervisors, principals and heads of departments.—Clara Martin Partridge, Berkeley, Cal.

I believe there is no one thing that we can do that will be of more benefit to the public school than to effect the organization of a Western Association. Any movement in that direction will receive my most hearty support.—A. B. Lightfoot, Dep. State Supt. Public Instruction, Nevada.

I believe the plan to be a good one, and therefore give it my cordial endorsement.—W. D. Sterling, City Supt. of Schools, North Yakima, Washington.

I am heartily in accord with the views of "The Westerners" in regard to organizing a distinctly Western Association. We have our own "peculiar problems, both educational and industrial," and in my opinion, if the Western Association were organized it would certainly be productive of much good and raise the standards of our school work in the West.—Pearl T. Marshall, Supt. of Missoula Co. Public Schools.

I could not ask the teachers of this city to contribute to the support of a Western Association. They have been loyal to the California Teachers' Association and many of them have taken memberships in the national association. I appreciate their attitude towards these two associations and would hardly feel justified in asking them to support any other organization.—Will C. Wood, Supt. City Schools, Alameda, California.

By all means let there be organized "The Federation of Teachers' Associations of the Western States." This is obviously the next and most important step in educational progress and will contribute mightily to the general advance in all Western educational activities and interests. There are to-day many fundamental problems demanding precisely such comparative consideration and concerted action as a federation of this character would insure. A representative body, deliberative and advisory, that will bring thus to a focus the interests and tendencies, conditions and possibilities of the different States of the region designated can not but render invaluable service and secure a more rapid progress to each and every individual State and to the territory as a whole. Let this federation be made a serious and specific issue of every Teachers' Association of the Western States. Let delegates be selected who shall have authority to map out the plan, define the nature and scope, of the work, lay deeply and securely the foundations of the Congress of Teachers who in our modern social democracy are actually the "leading" citizens.—W. P. Smith, Supt. Schools, Wallace, Idaho.

Would say that I would be heartily in favor of such an organization. I am sure that a large number of educators in the State of Washington would favor such a movement.—H. G. Lull, Dept. of Education, University of Washington.

I believe that such an organization would not only result in vast benefits to the public schools in the western half of our country, but that it would at the same time strengthen the work of the National Education Association.—J. M. Powers, Supt. City Schools, Salem, Oregon.

I am convinced it will bring about and develop Western feelings and prejudices along educational lines and personal interests, in place of gathering together in a national organization, coming together from all parts of the Union, where a true national spirit and system can only be found.—Hugh J. Baldwin, Co. Supt. of Schools, San Diego, California.

At first thought I believe such a meeting once in two years could well take the place of the State meeting, or if not fully take the place of such meeting, the latter could be a subordinate feature of the gathering. I hope an influential committee of Californians can be gotten to work on the problem and furnish suggestions for carrying out such a plan.—J. F. Millspaugh, Pres. State Normal School, Los Angeles, California.

I think that a meeting at any convenient time of the teachers of the Western States for conference on these and other subjects would be useful.—E. A. Bryan, Pres. the State College of Washington.

Such an association will benefit this Western country much more than the national one does, and rather than detracting from the aims of the national association, will aid the same in various ways. I hope that such an association may be formed.—C. E. Carter, Supt. Dist. No. 6, Greeley, Colorado.

I shall be more than pleased to support a movement for a Western division of the Department of Superintendence, although I do not know that I should favor a general Western meeting. As to time, it seems to me that in the event of a Western department being organized, its meetings should be held during the long vacation.—George F. Downer, Supt. Butte, Montana.

I incline to the opinion that we should avoid sectionalism in our educational activity, and it seems to me that if there is any necessity for treating any problems that are perhaps due to any section of the Nation, it could be done through the regular channels of the National Teachers' Association itself.—Geo. W. Frick, Co. Supt. Schools, Oakland, Cal.

Communication up and down the Coast is now so quick and easy and the population is growing so rapidly on the Western shore that it is high time we had a regular organization and plan for getting together.—Edward O. Sisson, Dept. of Education, University of Washington.

I believe that such an organization, not hampered by the traditions of the Fathers, but with the growing problems of this great West before them would be capable of setting a pace in educational progress that would make older organizations "sit up and take notice." It is a good thing—push it on.—C. F. Philbrook, Supt. Public Schools, Bisbee, Ariz.

The idea of a distinctly Western Educational Association would have my support but for the constant increase in number of organizations. However, should such organization be brought about, I am sure Wyoming would be glad to become a part of it.—Chas. O. Merica, President University of Wyoming.

I am in sympathy with the idea of the organization of a Western educational Association that will take up the problems that grow out of the technical situations of the country. I think it would be a good thing. I do not think that it would in any way injure the National Education Association. We would not want it to do that.—Z. X. Snyder, President State Normal School, Greeley, Colorado.

I hope that whenever you arrange a Western Educational Association, you will so arrange it as not to interfere in any way with the work of the N. E. A. I pray this with great fervency, because I feel that if you western people drop out of the N. E. A., as you inevitably will if the meetings of your Western Association take place at the same time as those of the N. E. A., there will be a tremendous loss to the easterners. The western educators with their freedom and independence are continually pointing the way to the Easterners, who too often drop into the habit of marking time instead of marching forward. We at the east need you and we need you greatly, so I hope that your inspiration may not be taken from us by this Western Association.—Katherine D. Blake, Treasurer N. E. A., New York City.

I think there is some merit in the arguments brought forth by those who favor such an organization; but feel that we are multiplying our

educational meetings too much to be able to get the service out of them that we could. In view of these facts, and others that space prohibits mentioning, I am not very enthusiastic regarding the organization of a Western Association, unless it could be a part of the National Association held for the West at the time of the other.—J. M. Mills, President Utah Educational Association, Ogden, Utah.

Such an association for the Pacific Coast States appeals to me. It seems to me I can see how such an association might be made a powerful factor in the improvement and upbuilding of the educational interests in our far western states.—Edwin Twitmyer, High School Inspector, Seattle.

The Panama-Pacific Exposition coming on in a few years and the general development of this part of the country, seems to make it an opportune time. I am thoroughly in favor of such an organization.—M. E. Dailey, President State Normal School, San Jose, Cal.

I know that a distinctly Western Association of Teachers would be a very beneficial thing, as we have problems that affect us and no other part of the country. Until our state is older and our traveling facilities better, I believe our State Association, Inland Empire and National Education Association is all that we should undertake.—Grace M. Shepherd, Superintendent of Public Instruction, Boise, Idaho.

It is true that distances are great in this country and it would be about as easy for Puget Sound people to attend an educational meeting at St. Paul or Chicago as it is to attend one at Los Angeles. There are, however, certain problems which are peculiar to this Coast and we believe that an exchange of ideas occasionally among our school people would be very valuable.—E. T. Mathes, Principal State Normal School, Bellingham, Wash.

It seems to me that such an organization would certainly be an excellent thing. While the N. E. A. meets our requirements in a general way, yet we have problems that are distinctly "Western," and I am sure an association of this character would result in more real practical good to us than the N. E. A., valuable though it is. If I can be of any use in perfecting such an organization, I shall be glad to lend my assistance.—S. M. Chaney, County Supt. of Schools, Glenn County, Cal.

A closer union of western school workers could, no doubt, accomplish much good. I think there has been an attempt to make our standard uniform and our certification interchangeable—a very good move. Perhaps this and other similar local problems might receive better consideration in a local organization than can be in the national gatherings, where time is so limited and so many other interests have to receive consideration.—Horace H. Cummings, Supt. L. D. S. Schools, Salt Lake City.

Inasmuch as we have an Inland Empire meeting, I am not sure that it would be a good thing to hold a Pacific Coast Association meeting. We can easily have so many associations there will not be time for any work. Of course the Inland Empire meeting could be merged into a Pacific Coast Association, in which case I would approve of it. I am quite anxious to meet our neighbors of the south.—L. R. Alderman, Supt. Public Instruction, Salem, Oregon.

I wish to express my hearty approval of the plan for the organization of a Western Educational Association. In my opinion the more often people with mutual interests can confer with each other the more benefit is derived from such meetings; and the more closely associated they are geographically the more direct is the mutual interest.—Edith K. O. Clark, Co. Supt. Schools, Sheridan, Wyoming.

I desire to "voice" my approval of the suggestion. I believe that such an organization would be of real service to the schools of the Pacific States.—Jeremiah M. Rhodes, Supt. Public Schools, Pasadena, Cal.

I have read what Mr. Christensen has said relative to the subject and I agree with him that the West has its own problems in education to solve; that many of these problems are distinct and entirely different from problems that effect the East. I believe that a Western Association would be the means of bringing about a great deal of good to the school system.—John D. Loper, Supt. Public Schools, Phoenix, Ariz.

It occurs to me that this is an excellent plan for the reason that the teachers of the Western schools of the country not only have important problems but that they can get together somewhere on the Pacific Coast, while only a few of their number can attend the annual meetings of the



National Association when those meetings are held east of the Rocky Mountains.—J. E. Stubbs, President University of Nevada.

Concerning the proposal to establish a Western Educational Association, I see no reason why such an organization should not be gotten together if the educational people of the territory concerned feel that it can be made helpful to them and to their plans. I do not see why an association of this sort need in any wise interfere with the usefulness of, or the interest in the National Education Association.—Carroll G. Pearse, President N. E. A.

I would have no objection to a Western Association and an Eastern Association, provided they meet as the National Education Association at least biennially, but if we are to have an Eastern and a Western Association yearly, without a National Association, I believe more harm than good would result from such a course.—J. W. McClymonds, City Supt. Schools, Oakland.

I hope that it will be possible to organize such an association in the West. You can count me in on anything that comes along in that line.—Joseph K. Hart, Dept. of Education, University of Washington.

I should hope, of course, that this Association should be so organized and managed that it would not interfere with the regular work of the National Association. I shall be glad to co-operate in this move in every way.—S. S. Stockwell, Supt. Schools, Cheyenne, Wyoming.

I am heartily in favor of forming a Western State Teachers' Association. All the reasons suggested by Superintendent Christensen seem to me pertinent.—Chas. S. Meek, Superintendent Schools, Boise, Idaho.

I wish some association would try the experiment of a representative body for the discussion of public school problems. This is the plan pursued by the colleges for the discussion of problems peculiar to their work.—Nathan C. Schaeffer, Supt. of Public Instruction, Harrisburg, Pa.

The proposal to form an association to include the Pacific Coast and Rocky Mountain States seems to me to offer possibilities for "getting together" in a way which is not practiced at the present time. There are many problems, distinctively western in character, which ought to be thrashed out among our educational people. Furthermore, such an



arrangement would offer an opportunity for developing, it seems to me, to greater degree, professional spirit and professional standards which, with us, I feel, are still altogether too crude.—Frank F. Bunker, Supt. Schools, Berkeley.

New Mexico educators are most heartily in favor of such an organization; for the very simple reason that we are clamoring for assistance in the solution of our educational problems and with a Western Association this help would come to us.—Alvan N. White, State Superintendent of Public Instruction, New Mexico.

I heartily indorse the idea set forth by Supt. Christensen for a Western Teachers' Association. There are many distinctive educational problems that are common to the West. It would bridge over that great gap between the National and State Associations.—A. Molyneux, Supt. Schools, Logan City, Utah.

In union there is strength. I can see no reason why the school people of the West should not "get together."—Lulu E. White, Co. Supt. Schools, Shasta County, Cal.

I have read Superintendent Christensen's paper concerning a Western Association. I can see how it might be very helpful to the educational interests on the Pacific Coast. The University of Southern California will gladly co-operate in any plans that may be agreed upon.—G. F. Bovard, President of University of Southern California, Los Angeles.

The proposal to immediately form a Western Teachers' Association appeals to me as a most timely one. The last degree of attainment can only be accomplished through the highest development of organized effort. The new Western Association will form a connecting link between the several State Associations of the West and the National Association, to the vast betterment of all, I am sure, and we will marvel at our own neglect in not establishing it sooner. By all means let us bring this thing to pass without delay.—Edward Hyatt, Supt. of Public Instruction, Sacramento.

I agree with Supt. Christensen that such an association ought to be very valuable. The Southern Educational Association has proved very helpful to the Southern States, and there are somewhat similar associa-

tions in other sections of the country. The West is far removed from the more densely populated portions of the country and there must be many problems of education peculiar to this section, problems which can not well be discussed in detail in the larger national meetings, but which are enough alike in the several Western States to make profitable a more general discussion than that which can be given them in the several State associations. I would suggest, however, that such an association ought not to meet oftener than once in every two years; probably once in three years would be better.—P. P. Claxton, United States Commissioner of Education.

You may count me as one who will give hearty support to the movement.—W. M. Stewart, Prin. School of Education, University of Utah.

I believe such an association could do a great deal of good. I especially like the proposed plan of having it meet in various States in conjunction with the State Teachers' Association.—Chas. A. Lory, President Colorado State Agricultural College.

Believing that the time is ripe, the opportunity at hand, and the necessity and benefits clear to every person who stops but a moment to think, I heartily endorse the formation of a great Western Teachers' Association.—Orson Ryan, Midvale, Utah.

Regarding a Western Educational Association: I can see reasons for such an organization and no reasons why it should not be effected. I like your plan of a federated body. It would supply a simple and efficient government. Such an organization would not injure the National Education Association. It would help instead, just as the State associations now help the National Association.—Irwin Shepard, Secretary National Education Association.

I *most heartily* endorse Supt. Christensen's article. I believe a Western Association could meet the needs of your wonderfully great country as nothing else could do. Organize the Western Association *speedily!*—Miss Clem Hampton, Dept. of Education, State of Florida.

I am heartily in favor of the formation of "A Western Association." It will tend to give us greater cohesion, hence greater strength for carrying out true educational policies.—Alfred Roncovieri, Supt. of Schools, San Francisco.

## HIGH SCHOOL EFFICIENCY\*

CHARLES E. RUGH  
University of California.

*Elimination of Wasted Time.* Teacher A in a history class calls the roll, taking two minutes. Teacher B in English, taking her time, calls the roll and asks about absent pupils; time,  $7\frac{1}{2}$  minutes. Teacher C calls no roll. Variations: from 0 to  $7\frac{1}{2}$  minutes; from 0% to 18% of the class time. Here the alternatives are not carelessness about recording attendance, but they are efficient and inefficient ways of tabulating attendance. Collecting papers: teacher A has pupils deposit papers on the desk as they pass out, taking no class time; teacher B in the same school stops 10 minutes before the close of the hour and walks up and down the aisles collecting the papers; teacher C says, "Pass," and the papers move down the row of seats, the teacher walks along the front row, taking one minute. Variation: from 0 to 10 minutes; from 0% to 25% of class time for collecting papers. Such wasted time deserves attention, but is insignificant in comparison with the time wasted by teachers teaching individuals instead of classes. The following is an extreme but an actual case: An Algebra teacher has a class of 37. He assigns problems to pupils until the board-room is occupied, and then assigns problems to be worked at the seat. He then rests from this task until he sees someone has completed his problem. He then begins a private conversation about it and this lasts until the teacher says, "That will do." The pupil takes his seat and employs or amuses himself or others at his own free will. This individual process goes on until the close of the hour and he says, "The next 12 problems." Each pupil worked one problem in 40 minutes instead of a possible 10; efficiency certainly not more than 10%. A Cicero class of 16: first pupil takes first sentence; the other 15 know perfectly well that they do not need to do anything until this sentence is read, translated and "construed." They slide down in attention to a delightful composure, to be disturbed only at the end of this individual process. Efficiency certainly not over 10%. Another waste is caused by careless assignment of work, leading to careless preparation on the part of the students. After such an assignment the teacher is forced to make "bricks without straw," and nearly all is lost motion. They try to build conclusions without the knowledge of facts on the part of pupils. Teacher A, driving seemingly indifferent pupils hard when the bell rings, hastily

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\*Concluded from February, 1912.

says, "Next 12 problems." Pupils come back next time thinking that the hard work of the teacher somehow atones for their lack of work. Teacher B begins the work by assigning the next lesson, and shows how to-day's lesson prepares for the next. The new lesson holds added attention: first, because it is new; and second, because it is prospective. The induced attention carries over into the present recitation because the teacher announces that this material is prospective, which is the very soul of attention.

*Taking Care of By-Products.* There ought to be no by-products in education in the sense of waste products unused. But there are many occasions and opportunities produced by the mere fact that the boys and girls are gathered together that might be utilized for individual and social betterment. It is perfectly evident to anyone who will observe, that as yet we utilize but a small fraction of high school boys' and girls' good intentions and enthusiasms. Teacher A assigns as a composition lesson a character sketch from "Lady of the Lake" or "Merchant of Venice"; result: an indifferent paper either conceived or composed by the teacher or a paper not worth producing and certainly not worth keeping. Teacher B utilizes school enthusiasm and pride by assigning for a composition lesson an account of a notable school event: dance, game, lecture, election, laboratory equipment; and further announces that the best paper in form and content, selected by judges or the class, will be preserved as a way of building up the history of the social, ethical and spiritual aspect of the school.

The fine institutional spirit and social enthusiasm that is rapidly developing in the best high schools must not be suppressed. It must be compressed and directed to the work of socializing the individual pupils and the high school as a community center. And this must be done within the academic aspect of the school as well as in the so-called "school activities." A good high school and high school community will some time come to be as enthusiastic and proud of superior individual and team work in producing fine music, fine dramatic events, compositions, debates, reports upon school activities, as they are now of football. As fine if not as noisy an enthusiasm can be worked up for beautifying a school or cleaning up the town as for athletic events. The time will come when the history departments or Greek departments or any other department will exhibit their fine work with something of the enthusiasm

of the athletic coach. School spirit along these two lines are not alternatives; they ought to be supplementary, but this can only come about by high schools instituting staff management. Mention has been made of almost innumerable but certainly not insuperable reasons why high school faculties are hard to organize according to the principles of staff management.

High school teaching has been termed the "green profession," not so much in disparagement as describing the profession that is growing most rapidly. Next to physicians we are the most sensitive and most jealous concerning our practice. We change places more frequently than any other profession. For these reasons in addition to the one above mentioned, it is difficult to develop social consciousness and conscience in a high school faculty. Many teach subjects rather than pupils and have class consciousness rather than school consciousness. For these reasons many otherwise efficient teachers resist rather than welcome any work not strictly concerned with class instruction. Faculty meetings, advisory work, committees, instead of being greeted with enthusiasm as a means of developing school spirit, are often looked upon as gratuitous, deserving special credit and perhaps extra pay.

Under line management each teacher is responsible for and carries only his own line of goods—or "bads" as the case may be. There is no well-articulated co-operation between departments, there is as yet no efficient co-operation in the same subject. Appointments of heads of departments is a step toward staff organization, but as yet these appointments are little more than a way of rewarding faithfulness and co-operation in work. Heads of departments are not yet trained in staff management. Their efforts are expended on individual pupils, clerical work, and in the interests of improving each member of the department in the line activities instead of organizing the department in the interests of the school as an institution. Cast iron uniformity has no place where adolescent life is involved, and yet the formal laws of thinking and the formal aspect of the mother tongue are uniform. Efficiency in these two fundamental requirements of high school pupils is lacking in most large high schools because, for example, the attention and care in methods of thinking induced, say, in the physics and geometry classes may be dispersed by lack of such care in a literature or history class. The habits of neatness and care for form and spelling

induced in an English class, in turn, may be dissipated by carelessness in these respects in a physics or geometry class.

It is clearly within the limits to say that high school pupils lose at least a half-year because every class in school is not a laboratory in correct methods of thinking and a class in correct and forcible use of the mother tongue. In these matters we need staff management well planned, and hearty co-operation. This co-operation is impossible until each teacher has approximately the same working ideal for the mother tongue. It is the business of the high school principal and the head of an English department to make this ideal the working guide for the language aspect of all classes in all work.

More important than the co-operation within the subjects and between the departments is the spirit of the school as an educational institution. It not infrequently happens that high school and college experience blunts young men's and young women's sensitiveness to social opportunities and demands, and makes them uncomfortable and inefficient everywhere except in their own positions and own social groups. In democracy such persons are not good members of society and good citizens. They are socially inefficient. This school spirit in which normal social development occurs is produced, first, by the attitude of the principal and the teachers toward the community and community problems; second, by the attitude of principals and teachers toward each other in both social and professional fellowship; and third, by the attitude of the principal and teachers toward the pupil. Under line organization teachers are left to choose what they prefer in all these lines; principals are clerks, truant officers, probation officers, instead of spiritual leaders. Teachers are day laborers, each one responsible for his assigned task. Under staff management high school principals will be social and spiritual leaders; teachers will be organized into departments; there will be crossing of departments by committee organization in the interests of academic and social life of the school. Each teacher will justify her place as a member of the school, not only by her general and specific scholarship, but by the fact that she holds herself responsible for accurate, expert knowledge on some aspect of the school. This is the way each teacher can make herself indispensable to the school and to the community.

High school efficiency in increasing along all these lines: saving



time, utilizing by-products, introducing new methods of instruction and management—chief among them staff management. This will eliminate contradictory and conflicting courses and methods, and will induce such a co-operative study by principal and teachers as will develop a well-planned but plastic scheme for taking care of each individual pupil in terms of his capacity, interests, future occupation and social duties.

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POINTS ON SCHOOL LAW

EDWARD HYATT

State Superintendent of Public Instruction

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**T**EACHERS and trustees very often jump on the Superintendent of Schools for a ruling upon the rights of Indian children in our public schools. Usually these requests desire a ruling adverse to the Indians, for one reason or another. Perhaps some parents don't want their children to associate with Indians. Perhaps the teacher doesn't want to be bothered with them. Perhaps some one wants to draw the color line.

Let us reason together over this very important matter. The Indians have been here a long time, haven't they? So far as birthright is concerned, they are ahead of the whole procession. They would seem to be charter members of every public organization on this continent. So far as law and right are concerned there is nothing in sight to indicate any difference between the white and the copper children who live in the district. The law says the public school shall be open to all children who reside in the district. Would it not be absurd to exclude from an American school the children of unbroken American lineage and admit only children of mixed European ancestry?

So far as I have ever been able to observe, Indian children are almost invariably tractable, obedient, inoffensive. They are timid, frightened, self-conscious, at the mercy of their teachers and companions to a touching and pitiful degree. The only trouble with them is the difficulty of gaining their confidence and overcoming their desperate timidity. Poor little creatures, they are in a hard situation indeed!

But they are here and they must continue to be here and they have a right to be here. They will be with us and with our children and with our children's children. They must live and must live here, in the country where their forefathers have dwelt to the remotest generations.



They must learn to live with us, learn to gain an honest living in competition with us.

We must help them to do this learning. There is no other way.

Now, how shall the Indian learn to live with us, understand us, earn a living among us? By hiding out in remote and inaccessible reservations entirely removed from our activities, wholly ignorant and incapable of dealing with the dominant race?

Shall we take all his hunting grounds, kill off his game, remove from him entirely his means of livelihood and then leave him to a lingering death? The world will not allow us to do that even if we would. There is only one thing to do and that is to take the Indians into our schools as fast as we can and teach them to live with our children, teach them how to take care of themselves and how to compete against the stronger race for a share of bread and butter. At the same time, we teach our children how to live with the Indians.

I have a notion that it is the duty of the teachers and the school officers of this great State to help this useful and patriotic work along and not to hamper or retard it. The matter will bear investigation and thought, and the more one looks into it the more it appears that Indian children have the same rights in the public schools as those of any other complexion.

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#### THE MAGAZINE CLUB

MR. J. WILLIS JEFFERIS  
High School, Pasadena

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EVERY Monday, at the close of school, each pupil is given one of the following seven magazines: American, McClure's, Ladies' Home Journal, Popular Mechanics, Woman's Home Companion, Literary Digest and the Saturday Evening Post. On the following Monday, members of the club return the magazines and receive others. At the end of the month, each pupil is given a magazine to keep permanently, so that he is enabled to read five magazines in four weeks at a total cost to him of only fifteen cents a month, or a half cent a day.

"In each class a secretary is elected, whose duties are to get the magazines from a news agency, distribute them among the members and collect the dues. The low cost at which they are furnished is made

possible, first by the fact that one magazine may be read during the month by four pupils, and second, they may be purchased at wholesale rates. No valid objection to the plan can be made by news dealers, the magazines being shared among members, as in similar clubs established outside the schoolroom. Neither can the plan be questioned from the viewpoint of its legality, as it is purely a students' affair, both the magazines and the money being handled by them.

"The names of the magazines which the student selects, his own name, the amount and date when the monthly dues of fifteen cents are paid may be entered on white ruled cards.

"The name of each magazine is entered on the card as it is distributed, and when returned it is crossed out. If a club member desires to select a different list of magazines at the end of the month, he may do so by indicating to the secretary the change or changes desired. But as the news agencies prefer that a standing order be entered, students are requested to choose advisedly. By refusing to take back any magazine which is soiled, or otherwise in bad condition, the secretary is able to furnish each member with a comparatively fresh copy weekly.

"The plan in no way interferes with the work of the school; for the reason that the magazines are distributed during the last period. But if a pupil should happen to take a peep during study-period, or at any other time, it should occasion no particular alarm, even among those who believe that the infinity of knowledge is included between the covers of text-books.

"One of the most gratifying results obtained is the interest shown by parents, who, together with their children, have an equal opportunity to enjoy the benefits. Pupils are kept in touch with the current news of the day, are furnished reading of a higher literary and educational value than many modern books afford, and have something worth while to employ their idle moments, with which we are concerned most.

"Every member of the classes in the Pasadena High School, where the plan is in operation, has gladly become a member of the club, and frequent inquiries are received from students in other classes, who are anxious to join at once. If the plan is generally adopted, a great stride will have been taken forward in that most vital, most significant, and most far-reaching movement of modern education, the training of the child for his environment, his own time, his own world."

## VOCATIONAL EDUCATION VS. LIBERAL EDUCATION IN RURAL HIGH SCHOOLS

ROBERT J. TEALL

Gardena High School

**H**IGH school teachers, and those interested in high school courses of study, are divided into two camps. There are those who assert that directly vocational courses and subjects are receiving altogether too little attention in our courses of study. They are urging that more attention be paid to the matter of vocational guidance for pupils of high school age. They advocate the organizing of means whereby a pupil may enter upon his high school course with a vocation in mind, and may compel his course to minister to his preparation for that vocation.

In the other camp are those who assert that such a plan, strictly applied, would turn out of our high schools merely a set of narrowly trained mechanics, clerks, stenographers, and farmers who will never rise above mediocrity. If a school, for example, is in an agricultural community, and it is proposed to make its course of study primarily agricultural, there are always present those in the community, usually well-educated and intelligent people, who object on the ground that the spirit and methods of a purely agricultural high school will not permit their children to obtain a liberal education.

Now agricultural courses are being introduced into an increasing number of the high schools of the state every year. In most of these schools it is not possible to multiply courses and equipment, owing to lack of funds and small enrollment. In such schools, when it is desired to introduce agricultural work, it is done in one of two ways. The first way is to turn the whole aim of the school frankly toward agricultural education. This implies that the science taught shall be taught with a view to meeting the special needs of the prospective farmer and his wife; that the manual training offered shall be along the line of farm carpentry and blacksmithing; that Spanish shall flourish, and Latin be minimized; that a course in economics shall be offered which shall deal rather with the subjects of co-operative buying and selling, transportation in its relation to the farmer, good roads, etc., than with international bimetalism and Gresham's Law; that plenty of practical courses, carried on under farm conditions, shall be offered to advanced students. The second way is to retain the traditional high school course, and attach to it a year of gardening, a half year in soils, a half year of animal husbandry, etc.

There can be no question as to which of these methods produces the better vocational results. But the first method is the rare exception, because of the fear that by its adoption all the students in that high school who have no intention of becoming farmers will be deprived of the opportunity to which they are entitled of securing a liberal education. The writer is convinced that this fear is groundless.

A recent magazine philosopher has worked out this profound principle; while you may hit more cats with a handful of sand, you can collect more with a brick. A direct, pointed, concrete type of instruction has been too little used in our high schools. The attempt to liberalize our high school courses often results in diffuseness and futility. Your student in an agricultural high school comes there with a mental background of farm facts, processes, and principles which it will be the highest pedagogical wisdom to utilize in his school work. The agricultural high school has an opportunity in this direction that no other high school has. In spite of the apparent isolation of the farmer, there is no occupation which touches human life and thought at so many points as agriculture. Is it conceivable that chemistry in such a community will lose any of its cultural value, or even any of its vocational value to the prospective engineer, if soil chemistry, the chemistry of dairy products, and agricultural chemistry generally, are stressed in place of using for illustrative material the chemistry of the steel industry, or of the textile industry, or of some other industry remote from the experience of the pupil? Will botany lose in interest or in cultural value for being approached from the agricultural standpoint? Is a boy getting less of culture in learning to put up a neat and substantial chicken-house than in carving a fancy book-rack? Is a school of this type adding to culture by teaching the science of government from the standpoint of the city high school student? Or should a study of the rural community serve as the starting point and center of reference for subsequent study of government? Students who have no intention of becoming farmers or farmers' wives need not have certain ultra-specialized subjects forced upon them. But in the main, is it not true that when the average high school in a rural community frankly takes the agricultural point of view, it has done the best possible thing, in a purely cultural way, for its students?

EXTRACTS FROM ADDRESSES BEFORE THE DEPARTMENT OF SUPERINTENDENCE OF THE NATIONAL EDUCATION ASSOCIATION, ST. LOUIS, FEBRUARY, 1912

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Preliminary Report of Committee on Rural School Education—Needed Changes. E. T. Fairchild, State Supt. of Public Instruction, Kansas: It is conceded that the rural school is the one laggard in the educational procession. Of the 12,000,000 rural school children less than twenty-five per cent are completing the work of the grades. The teaching body is immature and lacks proper training. Terms are too short. School buildings are poor, unsanitary, and ill-equipped. The school enrollment is constantly decreasing. The supervision is wholly inadequate. High School privileges are denied to the great majority of these boys and girls.

The country school needs assistance. It needs the help of the educational expert; it needs the help of the philanthropist and business man; it needs the help of the press; it needs the assistance of all institutions of higher learning and the union of all social forces for its betterment.

The Value of the Educational Commission in Determining the Efficiency of a City School System. Calvin N. Kendall, Commissioner of Education for New Jersey: Investigation may be of constructive value in two ways: In the first place, it may reveal to the school board and to the public the strong points of the schools—features which are locally unknown or unappreciated. In the second place, it may point out the desirability of certain improvements or changes, which the superintendent has perhaps urged in vain upon callous boards or an indifferent public.

The report of the commission may be valuable in the third place, by pointing out the need of more money for the schools.

The activities of a system of schools are now so varied, so complex, so extensive, that some of these are in the best schools imperfectly carried on. This same imperfection is true of railroads, manufacturing establishments, department stores, scientific farming, and every organized human endeavor. It is true of the best of these, and managers are on the lookout for improved methods.

Much depends upon the manner in which the commission is appointed, or rather at whose instance it is appointed.

The Relation of an Urban Community to Its Public School System. Martin G. Brumbaugh, Superintendent of Philadelphia Public Schools:

The school plant, its physical appointments, belongs to the people and should be freely used by the people for all sorts of educational activities, that are not yet demonstrably within the range of the school. We are passing rapidly from the old and narrow idea that the school building is merely a place to educate children of a certain age in a defined way, to an understanding of the fact that school houses are the people's forum—to be used by them for every wholesome intellectual, social, recreational, and moral purpose that makes for the common good. We are coming rapidly to the opinion that the school building should be open day and night for every legitimate use that the community as a whole can vision.

**Waste and Efficiency in School Studies.** W. H. Elson, former Superintendent of Schools of Cleveland, Ohio: From data available it seems reasonable to conclude that, of all money spent on public education in American cities, one-tenth to one-eighth is spent in taking children over the work a second time, an enormous loss considered from any point of view. As a money tax due to the maladjustment of study-courses and promotion schemes to the abilities of children it is excessive. When the school is tested for efficiency by its ability to carry children through its course on time it shows great waste.

**The Child vs. Promotion Machinery.** D. E. Phillips, President Board of Education, Denver, Colorado: The most insane educational idea that has hypnotically spread from the colleges down to the first grade is the idea that a teacher with forty children can ask a question, call on a child to recite, grade him 0, 4, or 10; keep this up for five or ten months, then present an array of questions to be answered and graded in like manner, and by the final addition of these results determine the child's knowledge and fitness for promotion.

There is a danger that threatens our country schools. Some States have developed the system by which the County Superintendent or a State Board prepares the questions that determine eighth grade graduation. They are sent to the teachers in closed envelopes, to be given to the pupils, answered and returned for correction. If such a vicious system were not found in my own State, I would say what I think about it. During the whole year both the teacher and the pupils keep guessing what the questions may be. Proper interest, independence, and original-



ity are crucified. How does the Superintendent or this clairvoyant Board know whether or not a child whom they have never seen should enter the High School?

*...Finally, I must maintain that each child should, at all times, be at work in the grade and in the subjects that he can get the most out of without regard to what he knows or does not know about studies behind him, and without regard to how much more or less he knows than other pupils.*

Securing Public Support for Health Work in Schools. William H. Allen, Director, National Training School for Public Service. Every community has the right "to be shown" before it spends money on school health. It is vastly more important that the community outside of school should understand the need for health work at school than that this health work be done.

No public expenditure makes a stronger appeal to the imagination, conscience and pocketbook of a general public than expenditure for school health. The public should not be expected to come to the school to get its information. The school should be giving out information to the public every week in the year.

The health needs of 100 per cent of a city's school children should be explained to the public. Therefore, a health program, of work and of education, should include private schools.

Education of the public should be by means of charts, uniform sanitary surveys, photographs, "before and after" contrasts, exhibits, moving pictures, house-to-house explanation, circulars of instruction, newspaper stories, special emphasis at budget time, and reporting methods which guarantee the efficient use of money allowed.

State-Aided Departments of Agriculture in Public High Schools. Dick J. Crosby, Specialist in Agricultural Education of the U. S. Office of Experiment Stations: As a system for the development of agricultural and industrial education, State aid possesses many advantages over any system depending solely upon local initiative. In the first place, it usually insures better equipment.

Secondly, State aid carries with it a certain amount of State supervision, and this can more easily be made expert supervision than where



everything concerning courses of study and methods of teaching are left to town or county superintendents.

And finally, State aid will greatly stimulate the introduction of agriculture, home economics, and farm mechanics into our public High Schools, and contribute materially to the success and permanence of this work.

The Vocational Agricultural School—With Special Emphasis on Part-Time Work in Agriculture. R. W. Stimson, Agent for Agricultural Education, Board of Education of Massachusetts: Perhaps the best use to which an agricultural school, large or small, can put its own land and equipment is that of demonstration and experiment.

The problem, then, of providing for actual participation, both as manager and as worker, in productive farming, simultaneously with his classroom instruction, on the part of the boy in the agricultural school, may fairly be looked upon as the most startling and stupendous problem in this great field of vocational education. How shall it be solved?

This method offers the boy, all too eager to quit school for work on reaching his fourteenth birthday, a strong incentive to continue in school; because it bids fair to make him an earner while still a learner. Boys like to feel that as members of the family they are at last able to pay their own way.

The Separate or Independent Industrial School. M. W. Murray, Director of Industrial Education, Newton, Mass.: The aim of the work in English is to enable the pupil to express himself clearly, adequately, and in correct English both orally and in writing; to develop his vocabulary of industrial terms; the ability to consult sources of information along mechanical lines, and to organize working facts into convenient and useful form, to acquaint him with the rapidly developing literature of the modern industrial world; and to cultivate the habit of reading good books.

Such a subject as machine-shop practice, through its shop calculations and shop costs, offers an opportunity to teach, with an absolute application to what the boys are doing, all the practical mathematics which the average man will ever need to know or use.

Vocational Guidance. Myer Bloomfield, Director of the Vocation Bureau of Boston: Vocational guidance presents itself as a community

problem. To lessen this social waste, to furnish necessary information about various occupations and their advantages and disadvantages and the training necessary for efficiency in them, to broaden the range of choice, and to deepen the "life-career motive" in education and in employment, the Vocation Bureau was organized in Boston, the first of the kind in the country. The main interest of the bureau is not the employment of youth, however favorable and pleasurable the opportunity, but its best social investment. Underlying all its endeavors is the realization that a longer period in school and continued training are fundamental to achievement in every desirable occupation.

Do Schools of Trades Meet the Needs of City Children for Vocational Training? Carroll G. Pearse, Superintendent of Schools, Milwaukee, and President of the National Education Association: But assuming that to educate a boy in a good trade school cost \$300 a year—\$600 for the course of two years. An unskilled laborer, a man without a trade, can earn \$500, maybe \$600 a year; a good mechanic can earn \$800, \$900, \$1,000 a year. The value of a man earning \$500 or \$600 a year, capitalized at 4 per cent is \$12,500 or \$15,000; the capitalized value of a man who can earn \$800 to \$1,000, \$20,000 to \$25,000. If, by paying out \$600 for two years' schooling, a man's earning power can be raised from \$600 to \$1,000, and his capitalized value from \$15,000 to \$25,000, it looks like a very good investment.

Classification of Plans for Industrial Training. Frank Mitchell Leavitt, Associate Professor of Industrial Education, the University of Chicago: The purpose of prevocational industrial training in the seventh and eighth grades seems to be to secure the revision of the course of study in the upper elementary grades, both as to content and method, in order that the work given therein may appeal to those children whose vocational interests are drawing them away from the school altogether, and at a time when their education is extremely limited and fragmentary.

The part-time co-operative plan recognizes the fact that one may be educated by his work as well as *for* his work, and further recognizes that there is nothing more unfortunate in our social order than the necessity which confronts so many children of choosing between all school and all work at an early age.

## VISITS AFIELD

### THE SCHOOLS OF STANISLAUS COUNTY

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Stanislaus County lies in the very heart of the San Joaquin Valley. Of the 58 counties in the State about one-third have women Superintendents to preside over their schools. Serving now her third term, Miss Florence Boggs has gained the admiration and confidence of the entire county and the schools, under her direction, are in a remarkably flourishing condition.

Mining, lumbering, cotton, wheat, or raisin growing, orange or walnut culture,—these and other industries flourish in our State, some here, some there. Stanislaus is primarily an agricultural county and, day or night, as the visitor leaves his train at Modesto, the county seat and largest town, there is displayed before his eyes the slogan: "Water—Wealth—Contentment—Health." As water is supplied by irrigation and always in liberal quantities in districts under irrigation projects, there is a world of truth in the foregoing text.

Of the 180 teachers in the county, working in 60 districts, some 30 teachers are in Modesto. The supervising principal, R. E. Murtha, together with his corps of teachers, is developing a most efficient school department. There are three grade buildings with a total enrollment of 1,030 pupils. There are 30 more boys than girls. Of considerable interest is the fact that throughout the county, whether in grade or High School, the number of boys equals and frequently exceeds that of the girls.

#### SCHOOL BOARDS INTERESTED

Modesto has a Board of Education consisting of five members; Turlock a board of three. The interest manifested by these board members in the conduct of their schools is typical of what is found the county over. Messrs. W. R. High, J. R. Broughton, J. W. Corson, J. W. Davison, and E. C. Dozier of Modesto, men of affairs though they are, willingly laid aside all business, and asked and answered questions in the most intelligent manner. At Turlock, Messrs. Cliff, Clipper and Gaddis showed a first hand knowledge of conditions and tendencies educationalwise such as few trustees possess. If the Board of Education of every school district, city and county, acted as intelligently as do these Stanislaus County trustees, schools would be more efficient and teaching more satisfactory.

### HEALTH AND SANITARY MEASURES

In many of the county schools the sanitary paper towel is in use. At the 17th street school in Modesto, under Principal E. W. Kottinger, and at the 14th and 6th street schools of Modesto as well, the plan has long since passed the experimental stage. At the two splendid grammar schools of Turlock, the Hawthorne and Lowell and in other smaller schools, the paper towel is exclusively used. A. G. Elmore is the supervising principal at Turlock, while Miss Alpha West is principal of the Hawthorne and J. H. Littler principal of the Lowell school. From time to time certain pupils become careless and destroy the paper. However, careful supervision and the placing of responsibility upon the pupils themselves, is bringing about an adjustment. The paper is wound upon wooden rollers. The cost is inconsiderable if the admonition of Superintendent Boggs is followed. She says: "The towel should be used as a blotter, not as a mop."

In many of the schools there are sanitary drinking fountains. At Principal Kottinger's school the fountains are placed around the sides of the large open court or patio, between the wings of the building. At the 14th street school, where Miss Anna Dodge is principal, the fountains are in the yard. In Turlock, at the Hawthorne building, each ante room is supplied with a fountain. At the Ransom and other districts, they are in the main hall.

### MODERN BUILDINGS

Throughout the county the bungalow type of one and two-room buildings prevails. These are modern in every way. Such a school is the one at Paradise district taught by Miss Clella Reeves, and the Patterson school, where Mrs. Nina Kyle is principal. The Ransom school is a type of the four, six, and eight-room buildings, being constructed. Here Mr. R. P. Binkley is principal. With a foresight not usually shown, six rooms have been provided while only four are needed at present. The Ceres grammar school, under direction of J. A. Wagener, is one of several up-to-date structures.

Great care has been exercised in tinting the walls of rooms. Harmonious shades and tints prevail. Pictures for the various rooms are in keeping and only the best reproductions are seen. The Ladies' Improvement Clubs are working in conjunction with the school authorities and are assisting in the purchase of pictures, casts, etc.

Since Miss Boggs first assumed office two-thirds of the entire number of districts in the county have erected new buildings. In these eight years over \$1,000,000 in bonds have been voted for buildings alone. The rebuilt 14th street school in Modesto demonstrates what can be accomplished with an old building. The old material has been used in constructing a six-room mission style house. The mission type seems to prevail in many of the grammar buildings of this size.

#### SOME NOTABLE ADVANCES

From the first through the High School years emphasis is placed upon penmanship. This work is carried on systematically and pupils of all grades take pride in their writing. Supt. Murtha of Modesto says it is unreasonable to expect good writing from upper grade pupils if in the lower grades they do not have regular instruction in this subject.

Oral reading and expression is also given prominence. Miss Dodge, the 14th street school principal at Modesto, showed that pupils in the first grade memorize and repeat poems and read with great expression. The out-of-door folk dances in March by these pupils will long be remembered. Sustained interest is had throughout the grades in the oral expression work. In the upper grades the plan is generally followed of having pupils reproduce the substance of what they have been reading in current magazines or standard authors. In one county school visited, the seventh grade pupils discuss the cartoons of the month and offer comments.

#### THE UNGRADED ROOM

In Stanislaus County, where there are no large cities, one would hardly expect to find the ungraded room. Mr. Glenn Newton is in charge of such a room at the 17th street school in Modesto. Superintendent Murtha may justly be proud of the work done here, where some 35 or 40 boys and girls pass a part of their time. This ungraded room is a kind of country school. There is no dishonor attaching to this room, no *putting back* or *promoting*. If for any cause a pupil is behind in one or another study he goes to this room for special work. If he is ahead of his grade, he is placed in this room, where special instruction prepares him for an advanced grade. By thus frankly confessing the exact situation the pupils are perfectly happy and contented. In fact, it is considered an honor to be placed under this individual instructor.

The subjects most demanding attention are English, geography and arithmetic. This type of school is meeting with general favor.

#### "MENTAL" ARITHMETIC

In the third grade of the Modesto 14th street school Miss Alice King has developed excellent results in arithmetic. In the Ransom school, Miss Margaret Randall is accomplishing similar results in her third grade. Even in the smaller country schools emphasis is laid upon accuracy and speed in computing numbers. Time after time the pupil would add so rapidly, a column of figures displayed upon the board, that the visitors could not follow them. Results of problems given out by the teacher were found instantly. The average High School class in the senior year, without drill, could not presume to work as rapidly as do the pupils of these third grades. This attempt to draw pupils away from the book and to think quickly is carried on throughout the county.

#### THE HIGH SCHOOLS

There are in the county six High Schools. These are the Modesto, Turlock, Ceres, Hughson, Oakdale and Orestimba schools. The veteran High School man is Thomas Downey, principal at Modesto. For twenty-one years he has served his district and has thus attained his majority here. A suggestive feature of the work under Mr. Downey is the drawing. This is required of all students in the first two High School years, two double periods per week being devoted to the work. Mrs. M. C. Mudge finds the students exceedingly enthusiastic. Both free-hand and mechanical work is of a high order.

Another feature is the English. This is required in all four High School years. Under the able administration of Principal Downey this school has grown until it is now found necessary to secure a new building and larger grounds.

The other High Schools are in a flourishing condition. The Turlock High, where Mr. T. J. Penfield is in charge, is offering a most interesting course to second year girls in household decoration. The pupils consult with the teacher and plan and execute in a most admirable manner. The domestic science and agricultural work is given under Miss Edith Brown. The students here have a self-governing organization, each class electing two members and the school at large electing a president. These nine, together with the principal of the school, consti-



tute the governing body. All cases requiring attention come before this body. The most common form of punishment is after-school study. Monitors in charge of these after-school classes are appointed by the president.

That these six schools are meeting the needs of their respective communities is shown in the fact that practically all eight grade graduates are seeking instruction within their doors. As indicative of this condition, 95% of the eight grade classes entered the Modesto High last year.

#### THE CLUBHOUSE

A significant educational movement is that to establish clubhouses in various parts of the county. The Ladies' Improvement Clubs are largely responsible for this. At present there are five such clubhouses. The first to be built was the Laurel Dell clubhouse. This was designed by a woman. The Wood Colony and the Sylvan are typical clubhouses. These buildings are provided with kitchen, lecture room, etc., and furnish opportunity for social gatherings, lecture courses or discussions of civic or public affairs. Of great help are these clubhouses in bringing the schools to the people.

The McHenry Public Library in Modesto, now nearing completion, would do credit to any city. Every detail in the construction and equipment is looked after by Judge L. W. Fulkerth and Mrs. W. H. Langdon. In design and arrangement the building is eminently satisfactory.

#### THE INDUSTRIAL OUTLOOK

With its five great irrigation districts in a flourishing condition, Stanislaus County is in a position thoroughly to finance her schools. There are over 50,000 acres of alfalfa, together with 45,000 acres of barley, 23,000 acres of wheat and 14,000 acres of oats. Of fruit trees in bearing there are 400,000 peach, apricot, fig, and almond. There are large vineyards; 5,000,000 pounds of butter, or one-tenth the entire output in the State last year came from Stanislaus County. Here is found the largest body of land in the world under irrigation from canal systems owned and controlled by the people. The population is more dense than in any other interior county of the State from San Joaquin to Los Angeles,—one person to every 41 acres. The percentage of gain in population during the last decade was over 125%.

## CALIFORNIA TEACHERS' ASSOCIATION

### CENTRAL SECTION

The Central Section of the C. T. A. met at Fresno, March 13, 14 and 15. President A. M. Simons of Dinuba presented a program that was of real educational value. There were general sessions on Wednesday, Thursday and Friday. The section meetings comprised High School, Commercial, English, Science and Mathematics, Manual Arts, and History. The schoolmen held a banquet on Wednesday evening. This was followed by a reception and a program in the High School auditorium. On Thursday evening an entertainment was given at Recreation Park.

The principal speakers were Dr. Henry Suzzallo of Teachers' College, Columbia University; Professors Charles E. Rugh and Walter Scott Thomas of the University of California, Hon. Chester H. Rowell of Fresno, Prof. E. B. Krehbiel of Stanford, who spoke in the absence of Pres. David Starr Jordan, and Mr. Job Wood, Jr., who appeared in lieu of State Supt. Edward Hyatt, who was ill.

Dr. Suzzallo placed before the teachers certain of the social phases of education in such a way as to give to many of his hearers a decidedly new viewpoint. His addresses were replete with practical illustrations and his conclusions were so focused as to bring out the teachers' place, not alone with reference to the school, but to the world of activity as well. Both Prof. Rugh and Prof. Thomas were at their best and their sane, helpful discussions along the line of instruction in English were highly appreciated. Chester Rowell showed a grasp of the educational tendencies of the day such as fully to warrant him in making his destructive criticisms and equally pointed constructive suggestions looking toward betterment. The papers and discussions throughout gave evidence of careful preparation. From this standpoint the meetings were particularly hopeful.

The Fresno meeting was, in the language of one of the members, "so different." The music throughout was excellent, but the work of the Clovis Union High School students, under direction of Prof. Lewis W. Harvey, showed what can be accomplished in appreciation and rendering in the public school.

The program given on Wednesday evening by the choir of St. John's was most unusual and enjoyable. Sixteen men and women, representing notes on the staff, looked out at the audience through openings cut at appropriate places in the stage curtain. Characters were impersonated and plantation melodies, folk songs, Mother Goose rhymes, opera and sacred music were rendered. Following the musical program, the performers appeared upon the stage in representative costume of various nationalities, and types, and Sam Sing, Poor Lo, Dinah and Rastus, the clowns and their associates were vividly portrayed in dance and song.

At the out-of-door recreation park the teachers again became children. They played games, they skated, they rode the merry-go-round,

they danced and Superintendents and Principals, old in the service, vied with the graduate of yesterday in an endeavor to retain a permanent place upon the human roulette wheel. It was a meeting long to be remembered.

#### RESOLUTIONS

The resolutions committee, through Chairman F. M. Lane, presented, among others, the following, which were adopted:

WHEREAS, The proposed Shanahan Amendment providing for free textbooks has been shown to be of doubtful validity, and ;

WHEREAS, The California Council of Education in the interest of all our public schools in the State is now seeking to initiate a legal constitutional amendment providing for free textbooks;

*Resolved*, That we lend our earnest support to the efforts of the California Council of Education to provide a system of free text books for the California public schools. We also heartily endorse the movement on the part of the Council to secure a State Board of Education safeguarded in its appointment and organization by a constitutional provision and in keeping with the most progressive plans of some of the Eastern States.

#### OFFICERS AND COUNCIL

Officers were elected as follows: President, Mrs. N. E. Davidson, Superintendent of Kings Co.; first vice president, F. G. Sanderson, principal High School, Merced; second vice president, C. J. Burrell, principal High School, Madera; secretary, Miss Margaret Sheehy, Superintendent Merced Co.; treasurer, F. M. Lane of Fresno.

The convention elected as members of the Council, Supt. C. L. McLane of Fresno, Chas. E. Bigham, Superintendent of Grammar Schools, Porterville; Supt. Craig Cunningham of Madera Co.

#### NOTES ON THE FRESNO MEETING

There was not a moment wasted.

An admirable presiding officer was President Simons.

The meeting was "so different."

Spirit and purpose were manifest at every session.

The selection of Supt. Mrs. N. E. Davidson as President was unanimously approved.

The School Masters' banquet was a decided success.

As secretary, Miss Margaret Sheehy will work for increased memberships.

"Is everybody happy?" said Prof. L. W. Harvey to his Clovis Union High School chorus, before beginning the cantata, Hiawatha. No wonder his pupils sing.

The publishing houses were well represented by Miss Gertrude E.

Hussey of Milton Bradley, J. P. Kennedy and L. J. Baldwin, Silver Burdett, F. E. Cobler, Macmillans, Fred Moore, American Book, Harry Linscott and F. A. Rice, Ginn.

Mr. Lee Corcoran, representing the Braun-Knecht-Heimann Co., of San Francisco made many friends during the convention.

Mr. E. C. Boynton of Boynton and Esterley and R. W. Coddington and Jean M. Hahn of the Fisk teachers' agency were on hand.

Of the 56 teachers in Madera County, Supt. Craig Cunningham headed a delegation of 40. The number included H. I. Maxim, supervising principal of the Grammar, and C. J. Burrell, principal High School, Madera; Miss Mayme Saunders, vice principal Madera Grammar School; Principal Knowles and C. H. Knapp.

From Tulare County, there were present some 240 out of 270 teachers. There were noted the faces of President Simons of Dinuba, Co. Supt. J. E. Buckman, C. J. Walker, Superintendent of Visalia; Miss Carrie Barnett, principal Grammar School, Visalia; Charles E. Bigham, supervising principal Grammar Schools, Porterville; W. F. Walton, principal Tulare-Lindsay Grammar School, Visalia; M. H. Rowell, principal High School, Visalia; W. E. Beardsley, Visalia High School; Miss Violet G. Milligan, Porterville; Hugh Owen, principal High School, Exeter; D. A. Eckert, supervising principal, Lindsay, Chas. T. Conger, principal High School, Porterville.

San Jose Normal graduates, teaching in Merced County, held a reunion luncheon. Miss Virginia Languhovel of Merced directed the affair. Twenty-five attended.

The resolutions committee was composed of F. M. Lane, chairman, Fresno; Chas. E. Bigham, Porterville; Craig Cunningham, Madera; and C. L. McLane, Fresno.

The official representatives of Merced County, in addition to Secy. Miss Margaret Sheehy, were F. G. Sanderson, principal Merced High; and C. S. Clark, supervising principal of Grammar Schools. Others were R. H. Jenkins, head of the manual training department of the Merced High School; R. S. French, West Side Union High School, Los Banos; Henry Kerr, principal La Grande Union High School; R. M. Broeker, principal Dos Palos Union High School.

Every Kings County teacher, with exception of two who were ill, were present. A good record.

Of Kings County leaders there were noted C. J. Fenner, supervising principal Grammar Schools, Hanford; T. J. Roesman, principal Hanford High School; Mrs. M. E. Bernstein, principal Corcoran Grammar School; Miss Vesta Gray, principal High School; and W. C. Williams, principal Grammar Schools, Le Moore; Principal Elbert West of Armona Grammar School; A. M. Ayers, vice principal Hanford Grammar School; Miss Georgie Brooks, member Co. Board of Education.

As an organizer, Vice Principal John Nowell of the Fresno High School is in class A. As head of the committee of arrangements at Recreation Park and as toastmaster at the banquet, he made things "go."

The exhibits were particularly suggestive. The industrial work of grade and High School students and the art work from the primary through the Normal School, showed both skill and appreciation.

The Fresno School Women's Club provided a rest room and refreshments for the visiting teachers. A feature was the singing of "America" by Chinese children in native costume. The president of the club is Miss Winifred Ware.

In discussing a list of abilities that should be developed in High School pupils, the principals' section, under Chairman Osmer Abbott, made progress in choosing for study the proposition: A pupil at the end of his High School course should be able to pick out the important points. This will involve investigation of methods of study, of concentration, of handling data and the like. The next meeting will fall on May 18 at Fresno. F. G. Sanderson was elected president and Miss Vesta Gray, secretary of the Section.

High and Normal School girls of the Domestic Science Department at Fresno planned and carried out all details of the banquet of the Schoolmasters' Club. The girls were directed by Mrs. Mildred Linendoll, head of the Department of Domestic Science; Miss Edna E. Rowell, General Science; Mrs. Edna Orr James, Primary Supervisor; Miss Blanche Schaeffer and Miss Ida M. Bacon.

#### MERCED COUNTY INSTITUTE

Miss Margaret Sheehy, County Superintendent, held her institute March 11, 12, 13. The instructors were Prof. C. E. Rugh of the University of California; Lee Emerson Bassett, Stanford University; Miss Anna Nicholson of the San Jose Normal, and C. K. Studley of the Chico Normal, Mrs. Grace Watrous of Richmond and Miss Gretchen Libby of Marysville. Illness prevented the attendance of Hon. Edward Hyatt and Job Wood, Jr., spoke in his stead. Mrs. Emma Scofield had charge of the excellent music. A large attendance and a spirit of co-operation characterized the meetings. No one seemed to consider the sessions as unworthy his close attention.

#### FRESNO COUNTY INSTITUTE

Dr. Henry Suzzalo and President Allison Ware of the Chico Normal School were the speakers at the Fresno County institute on March 12. Supt. E. W. Lindsay and the county teachers joined with the C. T. A. during the remainder of the week. Principal M. O. Graves of Clovis High School was elected president.

KINGS COUNTY INSTITUTE

On March 11 and 12 an especially attractive program was enjoyed by the Kings County teachers. Mrs. N. E. Davidson, Supt., presented as speakers C. L. McLane, City Supt., and Dr. E. R. Snyder of the Normal School, Fresno; Miss Gretchen Libby of the Game and Fish Commission, and Miss Harmon of the Hanford Library. President Jordan was unable to be present.

TULARE COUNTY INSTITUTE

The Tulare County teachers, under direction of Supt. J. E. Buckman, convened for a three days' session on March 11. Aside from the general meetings there were primary and grammar sections, presided over by J. B. Weed and W. T. Walton. The speakers invited included President David Starr Jordan, Hon. Edward Hyatt, Pres. Allison Ware of Chico Normal, Prof. William J. Hummell and W. Scott Thomas of the State University, Dr. E. R. Snyder of the Fresno Normal School and Mrs. Frances E. Richardson. Music was a feature of the programs.

MADERA COUNTY INSTITUTE

Anna M. Nicholson and W. H. Baker of the San Jose Normal, C. K. Studley of the Chico Normal, Mrs. Frances M. Richardson of Los Angeles, Prof. C. E. Rugh of Berkeley, and Ida M. Reagan of Madera were upon the program of the Madera County institute, March 11, 12, 13. A good attendance and much enthusiasm marked the various sessions.

MARIN COUNTY INSTITUTE

On April 1, 2, 3 and 4, the Marin County Teachers Institute was held, the first two days at San Rafael High School, the third at Stadium, Kentfield, the final day at Tamalpais Union High School.

Supt. James B. Davidson provided an array of talent in Miss Effie B. McFadden, San Francisco Normal; Miss Jessie Hanna, director of plays and games, Stadium, Kentfield; Miss Gertrude Libby, educational assistant, Fish and Game Commission; Miss Tompkins, Mrs. Stetson, E. Morris Cox, Oakland; Profs. Elwood P. Cubberley and Berte Estes Howard, Stanford University; Fred G. Athearn, Bureau of Economics, Southern Pacific Railway; Prof. A. B. Anderson, E. E. Wood and F. H. Beckmann. There were general grammar and high school section meetings, and great good was accomplished.

STANISLAUS COUNTY INSTITUTE

Miss Florence Boggs, superintendent of Stanislaus County, held her first local institute March 21 and 22. Music was discussed by Miss Alice Eggers, writing by Mr. Frank A. Kent, school law by Mr. Job Wood, Jr. Mr. Roswell S. Wheeler gave an illustrated lecture on "The Obvious Orient."



## Gleanings

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The presidency of the University of Oklahoma has been tendered Superintendent Stratton D. Brooks of Boston. Superintendent Brooks has been re-elected for a six-year term.

Miss Helen Vestal, teacher at Carmel, was accidentally drowned by falling into the ocean, presumably while walking near her cottage on March 17.

Miss Mary Agnes Deane, recently appointed to the San Francisco Board of Education by Mayor Rolph, died at the Hotel Victoria in that city on March 20. She had served the city many years and her loss will be keenly felt.

At the San Diego Normal the enrollment in the normal department has increased to 236. Any students reported as deficient in English by any instructor or supervisor is required to take special work to remedy the deficiency.

After thirty-five years' connection with the schools of Oakland and first principal of the high school, Joseph B. McChesney died on February 25. He was one of the best-known educators in California.

Superintendent Hugh J. Baldwin of San Diego county is doing a real service to the teachers and trustees of his county through the medium of the circulars he is sending out to them.

On March 19, Professor Wallace Kendall Gaylord died at Berkeley, where, since June last, he had been connected with the department of chemistry at the University. Professor Gaylord was head of the chemistry department of Throop Institute for sixteen years. He was a graduate of the Massachusetts Institute of Technology, a member of various scientific societies and a teacher of marked ability. At Throop Institute his work as Registrar had shown him to possess executive qualities of a high order. Professor Gaylord, in his many years at Throop Institute, was a help to bring the school to a high standard of excellence.

The Charter Day exercises at the University of California occurred on Saturday, March the twenty-third. The day opened with the Charter Day address delivered in the Greek Theatre by Dr. Herbert Putnam, Librarian of Congress, speaking on "The Quick in the 'Dead.'" The students of the University attended by classes. The faculty, regents, and distinguished guests moved in procession from the University Library to the stage of the theatre. The library itself was dedicated immediately after the exercises, the speakers being President Benjamin Ide Wheeler, Librarian Joseph C. Rowell, Dr. Herbert Putnam, and Mr. Loring B. Doe, representing the family of the late Charles F. Doe, the donor of the building.

**JUST PUBLISHED**

## **BISHOP, KING, and HELM'S CICERO**

Edited by **J. Remsen Bishop, Ph.D.**, Principal, Eastern High School, Detroit;  
**Frederick Alwin King, Ph.D.**, Instructor in Latin and Greek, Hughes  
High School, Cincinnati; and **Nathan Wilbur Helm, A.M.**, Principal,  
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**Ten Orations and Selected Letters. Price, \$1.25**

**Six Orations. Price, \$1.00**

This edition is issued in two forms: one containing the six orations most frequently demanded specifically by colleges as an entrance requirement—the Manilian Law, the four orations against Catiline, and Archias; the other containing, in addition, the Milo, Marcellus, Ligarius, and Murena, and selections from the Letters. The text represents the most advanced criticism, and is here published for the first time in this country. Quantities are marked in accordance with the most modern scholarship. The illustrations and plans have been carefully selected to picture the environment of the orator. The aim of this edition has been helpfulness toward an appreciation of Cicero and of his literary work and the exclusion of borrowed or original erudition. Grammatical principles are enunciated as far as possible, and references to the leading Latin grammars are given. The notes contain much assistance in translation and are clearly expressed. The vocabulary contains carefully prepared renderings of the words and phrases used in the text, with simple indications of derivations. A concise introduction treats of the life of Cicero, the Roman body politic, religious officials, the Forum, and the orations.

## **DRYER'S HIGH SCHOOL GEOGRAPHY**

**Parts I and II**

**Physical and Economic**

By **Charles R. Dryer**, Professor of Geography and Geology, Indiana State  
Normal School.

**\$1.20**

This textbook gives in proper relation a practical and up-to-date treatment of physical geography, together with a logical and well organized presentation of economic or commercial geography. It treats the leading facts and principles of geography as factors in the human struggle for better living—that is, for the highest possible civilization. A brief treatment of physical geography forms the necessary basis for further study. In this section preference is given to those features and processes which have directly helped or hindered man in his progress. In the second part of the book, on economic geography, the point of view is reversed, and the outlines of household management practiced by the great human family in its terrestrial home are presented against the background of the natural earth already shown. The style of the book is clear, precise, and logical; while three hundred maps, diagrams, and illustrations from photographs make plain graphically the points touched upon in the text.

## **AMERICAN BOOK COMPANY**

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**CINCINNATI**

**CHICAGO**

**Say you saw it in the Sierra Educational News**

On March 15 the 28 men students in the State Normal at Los Angeles were tendered a complimentary dinner by the faculty men. Toasts were responded to by President Millspaugh, and Messrs. Benton, Chamberlin and Heywood. Prof. James F. Chamberlain acted as toastmaster. The instrumental music was furnished by Messrs. Macurda, Miller, Peckham and Smith. The students defeated the faculty in a contest of indoor baseball.

The city of Oakland is planning to introduce the intermediate schools. Objections have been raised to the plan, but these are being answered by the school authorities.

Rev. Father Charles A. Ramm has been appointed by Governor Johnson as a regent of the State University, vice Rev. P. C. Yorke, who has served with distinction for 16 years. Charles S. Wheeler has been appointed to succeed himself.

The cornerstone of the Central or Administration building of the Manual Arts High School, Los Angeles, was laid on March 29.

Elaborate plans are being worked out preparatory to the celebration of the Golden Jubilee Anniversary of the founding of the State Normal School at San Jose. The festivities of Jubilee and Commencement will be held during the week of June 17-22. One of the features of the week will be the Alumni-Normal extravaganza. Another feature will be reunion day, on which day classes since the founding of the school will hold reunions.

College Hall, the first dormitory built for the women students of the University of California, will be open to students and teachers during the summer session.

The Heath Directory of California Secondary and Normal Schools for 1911-12 is a volume of 432 pages. The directory, with its index of city and county superintendents and teachers and its list of schools, alphabetically by towns and cities, is an exceedingly useful volume. The private Secondary schools are listed separately.

Prof. William T. Skilling and Alice Greer of the State Normal School at San Diego have recently issued their "Teachers' Manual of Geography," to accompany the State Text Books. This manual of 95 pages is issued as a bulletin of the Normal School. The authors have done a splendid piece of work. The work is taken up topically by countries. Of particular merit is the method employed of giving the pages in the various books listed for reference. The teachers will find this manual very helpful.



## Our Newest Books for Young People

**Atkinson's European Beginnings of American History** - - - - \$1.00  
An introduction to the history of the United States for boys and girls.

**The Adventures of Grillo** - - - - - 45 cents

**Or the Cricket Who Would Be King**

By Ernest Candeze. Translated from the Italian version by M. Louise Baum, with illustrations after Renard by Harriet N. Baum.

**Cherubini's Pinocchio in Africa** - - - - - 40 cents

The old favorite Pinocchio here finds new and amusing adventures. There is a charm in the telling of the story and a quaintness in the illustrations that make a straight appeal to children.

**Coe's Heroes of Everyday Life** - - - - - 40 cents

In these true and thrilling stories of the achievements of engineers, miners, divers, firemen, and life-savers one gets into close touch with bravery in its highest sense.

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The March meeting of the 1915 Club was held at the Oakland Y. M. C. A. on the evening of the 26th. The program consisted of a review of recent literature bearing upon the entire subject of defectives, laggards, etc., by E. Morris Cox, Deputy Superintendent of the Oakland Schools; a review by Prof. Bowman of the State University of Gilbreith's book on "Motion Study," and Bennett's book on "Mental Efficiency"; a paper on "Vocational Guidance" by Principal James E. Addicott of the Preston School, Oakland. The next meeting will be on the evening of May 11 in San Francisco.

Miss S. J. Jones, the most efficient principal of the Agassiz School, San Francisco, has been appointed to membership on the Board of Education. Mayor Rolph has chosen wisely, as Miss Jones knows thoroughly the educational needs of the city.

Mr. Frank A. Kent, supervisor of writing in the public schools of Stockton, spent the week, beginning April 8th, in Vallejo in instructing pupils and teachers in the Kent method of teaching writing.

"Standards of Promotion" was the chief topic of discussion at the meeting of School supervisors held by County Supt. Keppel at Los Angeles on March 16. Those taking part were C. A. Longworthy, H. H. McCutcheon, Leetta Barber, C. E. Earl, Nellie D. Taylor, J. J. Morgan.

The cornerstone of the splendid new high school building at Santa Monica was laid on April 11. Supt. Horace M. Rebok and the people of Santa Monica are to be congratulated on the progress being made at the seaside city.

Some time since there appeared from State Supt. Hyatt a pamphlet dealing with Mark Twain and Bret Harte and entitled "A Calaveras Evening." The second of the series under the title, "Two California Neighbors," has just been sent out by Supt. Hyatt. The two California neighbors are John Muir, author and naturalist, and John Swett, schoolmaster and author. The pamphlet is well written and in its sixteen pages gives much of interest on the lives and work of these two great souls.

The author well says that the young people of California should know the part taken by their own State in the making of literature. The suggestion is made that the regular work of the English or literature class be varied and emphasis given to the place and the product of the California writer and artist. Then, too, both John Muir and John Swett are living with us to-day and we do ourselves an honor to consider their lives and work during their lifetime. It is intended that this book shall be a "recreation for English classes." Says the author: "The real

A recent addition to the list of publications of The Macmillan Company is Bancroft's "Games for the Playground, Home, School and Gymnasium." This book should be of particular interest to Grammar and High School teachers and pupils, or of interest to anyone who directs children's play, or to those who enjoy playing games themselves. A wide variety of conditions has been considered, including schools, both indoors and out-of-doors, playgrounds, gymnasiums, boys' and girls' summer camps, adult house parties and country clubs, children's parties, games for summer or winter, the seashore, the woodland, or the snow.

The games have been collected from many countries and sources with a view to securing novel and interesting as well as thoroughly tried and popular material.

In the index, among other divisions, are found these—"Games for Elementary Schools" and "Games for High Schools." In the former division, the games are arranged under two heads, namely, "Playground" and "Schoolroom." They are also grouped according to the grade for which they are adapted.

The book is profusely illustrated with photographs and diagrams. It can be secured from Cunningham, Curtiss & Welch, either in San Francisco or Los Angeles, for \$1.50 net, or \$1.70 by mail.

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object of literature is to give pleasure by stirring the emotions." It is truly stated that we should learn to turn to books gladly as friends when the regular instruction is removed. The more technical portions of literary criticism should be postponed until college days. Altogether Supt. Hyatt deserve the thanks of the teachers of the State for his timely contribution. The little book should be read, used in the classes, and will come as an inspiration to all lovers of literature.

President David Starr Jordan of Stanford University and four representatives of the student body paid a visit to the southern part of the State during the first of April. The tour was in the interest of bringing the graduates in closer touch with their alma mater.

---

### SPECIAL TRAIN TO THE N. E. A.

The Southern Pacific Company offers you an opportunity to prove your loyalty to California, as well as to benefit yourself educationally.

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Every teacher in California should attend the convention of the N. E. A. to be held in Chicago July 6 to 12, 1912, "boost" for the Panama-Pacific International Exposition, and for our State; and show the Easterners that the logical meeting place for the N. E. A. in 1915 is San Francisco.

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Supt. Mark Keppel, of Los Angeles, Director of the N. E. A. for California, announces that the round trip rate by direct routes to Chicago will be \$72.50. California headquarters will be in parlors 1102-1104-1166 of the Congress Hotel. All planning to attend the Convention should send their names to Supt. Keppel. If possible, arrangements will be made for one or more excursions from California.

Many of the educators of the Coast take advantage of the summer vacation for travel abroad. Two years ago the H. W. Dunning & Company of Boston established an office in San Francisco for the benefit of this growing section of our country. The Dunnings are the oldest American company in the travel business. The manager on the Coast is Mr. Wm. O. Wark, who has an extensive acquaintance through the Pacific Coast territory.

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On Saturday, March 30th, the California Drawing and Art Teachers' Association held its spring meeting in Oakland. The session was presided over by W. S. Rice of the Alameda Schools.

Superintendent A. M. Armstrong of Vallejo is having marked success with motion pictures as an adjunct of the geography lessons. A local playhouse has tendered the use of its educational and industrial films and before going the classes are prepared by their teachers. The pictures are explained by Superintendent Armstrong.

At Stockton two teachers have been assigned to conduct classes in folk dancing on the playgrounds.

At the St. Louis meeting of the Department of Superintendence there was a total of 1,757 members registered. Six hundred and twenty new memberships were taken, and 1,137 former members were present. Of the latter number all but 22 were active members.

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ROMEO AND JULIET. By William Shakespeare. Edited with Introduction and Notes by William Strunk, Jr., Professor of English in Cornell University. Boards, 129 pages. Price, 25c. Houghton, Mifflin Company.

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HIGH SCHOOL GEOGRAPHY—PHYSICAL, ECONOMIC AND REGIONAL. Parts One and Two. By Charles Redway Dryer, Professor of Geography and Geology, Indiana State Normal School. American Book Co., pp. 340. Price, \$1.40.

A GUIDE FOR THE STUDY OF ANIMALS. By a Committee from the Biology Round Table of the Chicago High School. Woerallo Whitney, Chairman, Bowen High School; Frederic C. Lucas, Englewood High School; Harold B. Shinn, Schurz High School; Mabel E. Smallwood, Lane Technical High School. D. C. Heath & Co., pp. 206. Price, 50 cents.

TOMMY TINKER'S BOOK. By Mary Frances Blaisdell. Illustrated by Florence E. Nosworthy. Little, Brown & Co., pp. 177. Price, 40 cents.

INDIAN STORIES. By Cicero Newell, Major of Tenth Regiment, Michigan Volunteer Cavalry. Silver, Burdett & Co., pp. 191. Price, 50 cents.

THE EUROPEAN BEGINNINGS OF AMERICAN HISTORY. An Introduction to the History of the United States, Designed for Grammar Schools. By Alice M. Atkinson. Ginn & Company, pp. 398. Price, \$1.00.

THE BOY'S PARKMAN. Selections from the Historical Works of Francis Parkman. Compiled by Louise S. Hasbrouck. Little, Brown & Co., pp. 187. Price, 60 cents, net.

ESSENTIALS OF HEALTH FOR INTERMEDIATE GRADES. By John Calvin Willis. American Book Co., pp. 302. Price, 40 cents.

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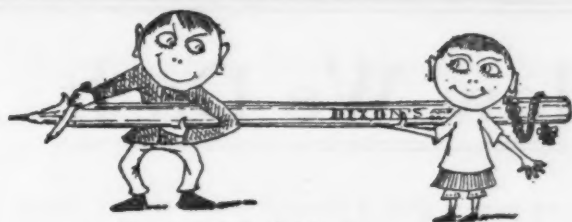
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President of the Manual Training Department of the N. E. A., 1909.  
Director since 1910, Institute of Mechanic and Household Arts, Mt. Hermon.

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of Pottery and Design, Sutherland  
Institute, Longton; Art Director in  
Rozane Potteries, Zanesville, Ohio;  
Director of the Pottery Division,  
Peoples' University, St. Louis, Mo.

## REFERENCES

Dr. Alexis F. Lange, University of California, Berkeley; Dr. Morris E. Dalley,  
Pres. State Normal School, San Jose; Hon. Edward Hyatt, Sacramento;  
Supt. Champ S. Price, County Supt. of Schools, Santa Cruz; Dr. James E.  
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### PROFESSIONAL REFERENCES

MISS KATHERINE BALL, Director of Drawing, San Francisco.

MISS CALTHEA VIVIAN, Director of Drawing, State Normal, San Jose.

MR. J. C. TEMPLETON, Superintendent of City Schools, Palo Alto.

MR. D. T. BATEMAN, Superintendent of Schools, Santa Clara County.

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